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ABSTRACT

This activity pack is designed to help youth workers raise young people's awareness of the world by looking beyond stereotypes and assumptions to examine global issues. Eight activities are suggested: (1) "Complete the sentence," an exploration of what the youth group already knows about global concerns; (2) "Match the Meaning," an exploration of terms and definitions; (3) an agree/disagree card game to explore youth attitudes; (4) a multiple choice quiz about world conditions; (5) a poster making session; (6) role play situations for global sensitivity; (7) "Exploring Images, Languages, and Stereotypes"; and (8) "What If It Happened to You?" The pack contains activity cards to use in the sessions. (Contains a list of 42 resource organizations and 7 resources.) (SLD)

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One World: A Race and Culture Activity Pack for Youth Workers.

National Youth Agency

ED 460 990

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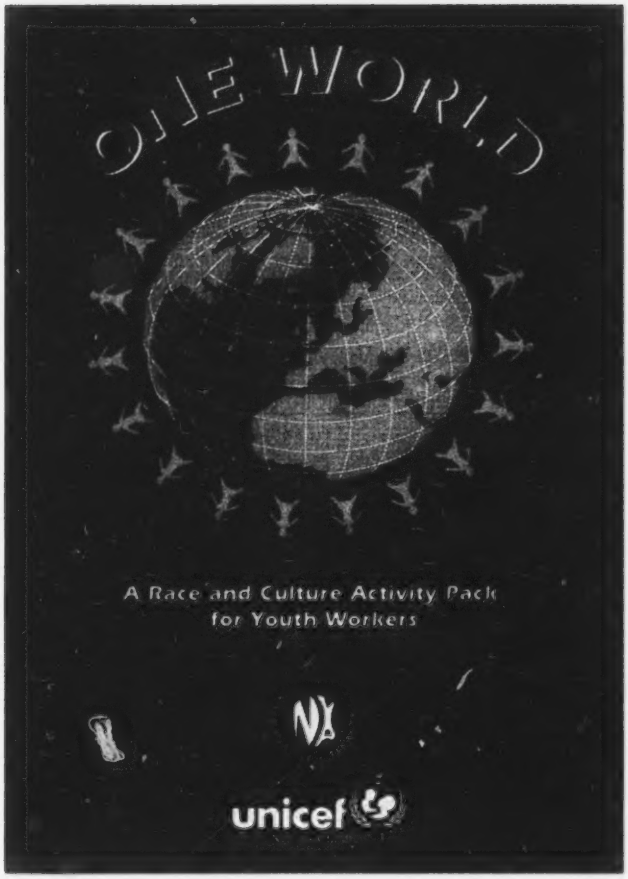
ONE WORLD

A Race and Culture Activity Pack for Youth Workers

NATIONAL YOUTH AGENCY

United Kingdom Committee for unicef
United Nations Children's Fund

3



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CONTENTS

Introduction 1

Teaching Global Awareness 2

Activity 1
Complete the Sentence 4

Activity 2
Match the Meaning 6

Activity 3
Agree/Disagree Card Game 8

Activity 4
Multiple Choice Quiz 9

Activity 5
Make a Poster 17

Activity 6
Role Play 18

Activity 7
Exploring Images, Language and Stereotypes 20

Activity 8
What If It Happened To You? 22

Contact List 24

Resources 28

INTRODUCTION

Welcome to *One World*, a race and culture activity pack for youth workers. The pack is designed as a creative tool for youth workers to help stimulate and raise young people's awareness of the world in which they live.

Young people need their horizons extending in order to develop a sense of the justices and injustices in the world. That means looking beyond their immediate surroundings into other countries, races, cultures and communities. It is only by looking beyond stereotypes and assumptions and adopting an honest and open-minded approach to global issues that young people can truly understand the one world ethos and their role in it.

Approaching such a vast topic can be a terrifying prospect. This pack therefore does not attempt to give definitive answers to world hunger or propose a solution to international poverty. Instead it is strictly a starter pack designed to generate young people's natural enthusiasm and curiosity for world issues by opening the way for deeper questions, analysis and personal exploration.

The pack is flexible in its usage. Each activity can be adapted to suit individual group interests, ages and needs. All the activities are practical for groups of any size and most are suitable for single sex and race work. They are designed with practical youth work in mind. There is no need for any specialist knowledge or complicated equipment.

The booklet contains details of other resources available from the National Youth Agency and UNICEF, an address list of charities and development education organisations and also a useful advice section on approaching complicated and often sensitive issues.

If you have any comments on the pack or wish to pass on your ideas and experiences of using the materials, please contact the National Youth Agency.

TEACHING GLOBAL AWARENESS

Many of the issues raised by the activities in the pack can be sensitive, emotive and controversial. Some young people will have fixed ideas about race and gender, while others may feel threatened or angry. However, just because the issues aren't easy, it doesn't mean they should be ignored.

An awareness of the world and major global concerns are fundamental to each and every young person's social and personal development. The following guidelines may be helpful when planning the activities in this booklet.

ESTABLISH GROUND RULES

Before starting any activity, it's often a good idea to agree what is and is not acceptable behaviour within the group. Don't dictate. Ask the young people to suggest a framework they are happy with. The whole group can agree a list of rules, for example, confidentiality, no interrupting, shouting or swearing. That way trust and cooperation can be built in from the start making any discussion more honest and constructive.

CHALLENGE STEREOTYPES

Don't take the easy options and conform to general stereotypes of the world, for example, certain cultures treat women 'better' than others or all aid consists of sacks of grain. Be imaginative, try to put familiar situations in unfamiliar contexts and vice versa.

Also try to avoid stereotypical or oppressive language. Encourage honest feedback, but do challenge racist or sexist assumptions should they arise.

SEPARATE SEX WORK

Most of the activities contained in the booklet can be adapted for use with single sex groups.

Single sex work with young women gives them an opportunity to think clearly without distraction or embarrassment from boys, and can sharpen their understanding of female oppression.

Equally, single sex work with young men may give them an opportunity to discuss and explore gender issues more openly. However, single sex work can create tensions, which workers must know how to deal with.

BROADEN YOUR HORIZONS

Try to place issues into a broader context. The world is always changing and developing. Encourage young people to be aware of this and to constantly explore their attitudes and seek new knowledge.

IF IN DOUBT, SAY SO

No-one expects you to have encyclopaedic knowledge of the world. If you are struggling with a particular topic or don't know an answer, be honest and say so. Never lie or try to bluff. Use the contact lists and resources to plan a follow-up session.

ONE WORLD

People in the world are not clearly divided into those who have and those who have not. Avoid looking at global issues with a superior or patronising viewpoint. To give such vast issues a personal and realistic context it may be helpful to keep asking the questions: 'How would you feel? What if it happened to you?' Always remember that in the big wide world everyone can learn from everybody else.

ACTIVITY 1
Complete the Sentence

AIMS

- An introductory ice-breaker activity.
- To discover how much the group already knows.
- To find out which areas concern and interest the group the most.
- To allow workers to feed in information on global issues in a non-directive way.

WHAT TO DO

Using either a flipchart or large sheets of paper pinned to a wall write out the part statements printed here, leaving plenty of space between each one. Read out each statement in turn and ask the group to fill in the remainder of the sentence.

EQUIPMENT

- Flipchart and/or large sheets of paper
- Marker pens

TIME

Up to 30 minutes.

ADVICE NOTES

The part sentences listed here are intended as a guide. It is possible for workers to create their own, possibly tailored to a specific group. Stress that there are no right or wrong answers. Young people's thoughts and impressions are what count.

As it is an ice-breaker, the worker may need to suggest responses and provoke replies.

For example:
The cause of hunger in the world today is ...
Drought? War? Poverty?

Part Sentences

- The cause of hunger in the world today is ...
- People are homeless because ...
- Because there are so many people in the world it means ...
- Poverty exists when ...
- Young people commit crimes because ...
- Aid to Third World countries means ...
- Young people are often powerless because ...
- Most women in the UK do more health work than men because ...
- People leave the UK to settle in other countries because ...
- Although young British Black people tend to do well in the educational system ...

ACTIVITY 2
Match the Meaning

AIMS

- A quick ice-breaker to give the group confidence.
- To promote an understanding of language, concepts and terms used in the pack.

WHAT TO DO

Take the 15 term and 15 meaning cards in the pack and hand out one card to each member of the group. If there are less than thirty participants, make sure that all the cards handed out correspond.

Everyone then walks around the room shouting out the words on their card in an attempt to match each term with the correct meaning. Once participants think they have found their partner, the pair should sit down together.

When everyone is sitting down in pairs, each set of matched cards should be read out loud to the rest of the group. Only when each pair has been read out loud should the facilitator check the correct meanings from the list opposite. Those with the wrong partner should try again to match cards.

Finally when all cards have been matched correctly allow feedback and discussion on the terms and meanings.

EQUIPMENT

- Laminated term and meaning cards contained in pack

TIME

Five minutes for the game and 15 minutes for discussion.

ADVICE NOTES

Ideally pairs should match fairly quickly but it may be necessary to set a short time limit, for example two minutes, to find your partner and sit down. By the end of the activity try to ensure all members of the group have a basic understanding of the terms before going onto further activities in this pack.

Correct Terms and Meanings

Xenophobia	Hatred or fear of foreign ideas, politics and cultures.
Racism	The belief that certain races, especially one's own, are superior to others.
Stereotype	A standard and unvarying image of a person or group of people.
Culture	Socially transmitted behaviour in arts, beliefs, institutions and characteristics of a community, race or nation.
Prejudice	An opinion or judgment formed without knowledge or understanding of the facts.
Discrimination	The attitude, behaviour or treatment based on prejudice.
Immigrate	To enter and settle in a country of which one is not a native.
Passport	Papers issued by national governments granting the right to travel.
Emigrants	People leaving their native country to settle in another.
World Bank	An international organisation established in 1945 which lends money to poor countries.
United Nations	An organisation of independent states, promoting peace and international cooperation, with its headquarters in New York.
Custom	Long-established habits or traditions of a society followed as a matter of course.
Refugee	A person who has fled from danger, often war or political persecution.
Community	A group of people with ethnic, cultural or religious characteristics in common, usually living in the same area.
Poverty	Being without adequate food or money.

ACTIVITY 3

Agree/Disagree Card Game

- To give young people a chance to air their views.
- To encourage young people to defend their opinions and present arguments.
- To show how attitudes are formed and how prejudice can be challenged.

EQUIPMENT

- Statement cards from pack
- Three cards with *Agree, Disagree* and *Don't Know* headings to indicate where to place cards

TIME

At least 30 minutes.

WHAT TO DO

Take the 15 statement cards in the pack and share them out equally between the group. In turn, everyone reads out a statement and decides whether they agree with it, disagree with it or don't know. They then indicate their response by placing the card on one of three piles labelled *Agree, Disagree* or *Don't Know*.

Once all the cards have been placed, participants can challenge, agree with and discuss each card's placing – only the person who originally had the card can move it if they feel it is appropriate.

ADVICE NOTES

Make it clear that everyone is entitled to their own opinion, but they must also be prepared to explain the reasons for their view.

Members of the group may be offended by some answers. If this situation arises, deal with it sensitively but firmly. It is essential for all participants' views to be listened to without being shouted down by more dominant members.

You can make up your own cards to raise issues specific to the group – this would be appropriate when working with a single sex group.

ACTIVITY 4
Multiple Choice Quiz

AIMS

- To assess current knowledge level.
- To evaluate previous learning.
- To give direct facts in an accessible form.

WHAT TO DO

The quiz can be used in a variety of ways. Answers can be marked as a more formal exercise or simply discussed by the whole group. The activity can be used:

- as a starting point, to measure the group's prior knowledge;
- as a tool to evaluate young people's attitudes;
- as a team competition with larger groups;
- individually, with the chance to share answers at a later stage; or
- in a group, with one person reading out the questions and everyone else volunteering answers. This approach is particularly appropriate for young people who are less comfortable with written work.

EQUIPMENT

- Enough photocopies of the quiz and an answer sheet for all group members
- Pens for marking answers

TIME

Depending on the group's ability 15 minutes should be enough time for the quiz itself and then another 15 to 30 minutes for feedback.

ADVICE NOTES

It may be helpful to point out that quizzes are not just about getting the right answers, but about learning and sharing. This is particularly important when working in mixed groups, where some young people may feel less well-informed than others.

Quiz Questions

How many women across the world die each year from pregnancy complications or in childbirth?

a 10,000 **b** 100,000 **c** 500,000

How many people throughout the world are estimated to live in extreme poverty?

a 100 million **b** no-one lives in extreme poverty anymore
c one billion

In a study of 224 cultures, how many were there in which men did most of the cooking?

a 50 **b** 5 **c** 25

When did the first Africans arrive in Britain?

a 134BC **b** 1950AD **c** 1670AD

What do the words admiral, sofa and alcohol have in common?

a They all have an 'A' in them **b** Nothing
c They all have Arabic origins

Luxury foods, such as strawberries and asparagus, are grown in some of the world's poorest countries. Why?

a Even poor populations like to eat nice food sometimes
b They are cheap to produce and a staple part of the local diet

c The countries have to grow foods to sell to the West to pay off debts, even if it means their own people go hungry

Where is Europe's biggest street carnival?

a UK **b** Spain **c** Italy

What percentage of agricultural work in Africa is done by women?

a 75% **b** 20% **c** 55%

The best food for newborn babies in Third World countries is ...

a Powdered baby milk **b** Breastmilk **c** Cows' milk

If you spent £1.00 on a bar of chocolate how much of that would go to the actual cocoa producer?

a About 8p **b** About 38p **c** About 68p

Since 1950 the world's population has ...

a Remained the same **b** Trebled **c** Doubled

The estimated number of refugees in the world is ...

a Nearly 20 million **b** Just under 10 million **c** Over 50 million

How many children in the UK are denied basic human rights due to poverty?

a None – there is no such thing as extreme poverty in the West
b 1 in 20 **c** 1 in 4

What is the population of the world today?

a 5.66 billion **b** 50.66 billion **c** 50.66 million

How many people in the world are estimated to be infected with HIV?

a 4 million **b** 14 million **c** 40 million

What year was child slavery abolished?

a It hasn't been **b** 1920 **c** 1864

Many large cities in the world have street children who survive by living on the streets doing badly paid jobs such as shoe shining, carwashing or selling cigarettes. How are they usually regarded?

a With thanks – they do jobs no-one else would want to do
b With sympathy – governments make every effort to help them get off the streets
c As a nuisance – they are often abused, arrested and even murdered

Who owns most of the world's tea and coffee plantations?

a Wealthy landowners **b** Governments **c** Multinational companies

Of all the people in the world unable to read or write, what proportion are women?

a One-quarter **b** Two-thirds **c** Half

By the end of 1990, how many of the United Nations 159 member states were headed by women?

a 46 **b** 16 **c** 6

Quiz Answer Sheet

1	a	b	c
2	a	b	c
3	a	b	c
4	a	b	c
5	a	b	c
6	a	b	c
7	a	b	c
8	a	b	c
9	a	b	c
10	a	b	c
11	a	b	c
12	a	b	c
13	a	b	c
14	a	b	c
15	a	b	c
16	a	b	c
17	a	b	c
18	a	b	c
19	a	b	c
20	a	b	c

Quiz Answers

1 c At least half a million women die each year from pregnancy-related causes – 99 per cent live in the developing or Third World. Most of these deaths could be prevented if birth control, proper health care and safe abortions were readily available. [State of the World, *1991 by Lester R. Brown (Earthscan)*]

2 c More than one billion people are thought to live in extreme poverty. Many are women as they tend to be generally poorer than men and are usually the poorest of the poor. (New Internationalist, *1992*)

3 b But there were 36 in which women did all the house building. (*TUC Handbook* Working Women, *1991*)

4 a When the Romans invaded Britain they brought with them soldiers from all over the world. In the 18th and 19th centuries Africans and Indians were brought to Britain as slaves, musicians, soldiers and sailors. Large-scale emigration from Africa and Asia began in the early 1950s – the British Government invited workers from the commonwealth to the country to fill an excess of jobs.

5 c Many words in the English language come from association with other countries. A further example is that gymkhana, pyjama and jungle are all words from India.

6 c Many poor countries are forced to sell goods to rich Western countries at low prices in order to pay crippling debts. This means they are able to grow fewer crops to feed their own people.

7 a Notting Hill Carnival in West London is Europe's biggest street

carnival. Much Western musical culture has its roots in other parts of the world. Music forms such as jazz, rap, reggae and rock are from Africa.

8 a Women grow and prepare 75 per cent of the crops across the African continent. (*TUC Handbook*, Working Women, *1991*)

9 b It is estimated that four thousand babies die every day because they are not breastfed. Breastmilk is free, safe and contains many vital nutrients as well as helping to build immunity from diseases. In poor countries water is unsafe so when it is mixed with powdered milk it can cause life threatening infections such as diarrhoea, which is the biggest killer of children worldwide. Also it is often impossible to keep bottles and teats sterile in areas with poor sanitation. Nestlé, which owns coffee brand Nescafé, has been accused of breaking a World Health Organisation ban by promoting free baby milk in hospitals. Campaigning organisation Baby Milk Action has called for a boycott on Nescafé and other Nestlé products to make it stop this practice.

10 a (*World Development Movement, 1992*)

11 c (For figures see quiz answer 14.)

12 a But the real figure is probably much higher. Also this doesn't include the estimated 10 million displaced people who have been forced to flee their homes but have either stayed or are trapped within their own country. Save the Children estimates that half the world's refugees are children. War and poverty force over two and a half thousand to leave their homes every day. (*UNHCR, 1994*)

13 c (*National Children's Bureau, 1993*)

14 a (*United Nations, 1994*)

15 b It's impossible to give an exact figure, however, as many more people may be infected without realising it. (*World Health Organisation, 1994*)

16 a Amazingly, it hasn't been. The campaign group Anti-Slavery International says that around two hundred million people in the world are slaves, many of whom are children.

17 c

18 c Multinational companies control 70 per cent of the world's trade. Examples are Mars, Nestlé and Unilever. Unilever owns Brooke Bond and Liptons tea which in turn own a third of the world's tea plantations. In 1992, Unilever spent £2.7 billion on advertising which is more than the annual income of many poor countries.

19 b (*TUC Handbook* Working Women, *1991*)

20 c

ACTIVITY 5
Make a Poster

AIMS

- To allow young people to do creative work.
- To produce some eye-catching visual material which can be used as part of a larger display or project.
- To encourage young people to have a one world perspective in seeing their lives as an integral part of global issues.

WHAT TO DO

Explain that the poster is going to communicate something about the group members' lives to people around the world who don't speak their language. Make the point that visual messages are often used in health education programmes around the world. Young people can produce posters individually, in pairs or create one large poster in a group. Stimulate thought by asking questions.

For example: What do you want to say about yourself? What would another young person in a different country be interested in? How might your life be different to theirs?

EQUIPMENT

- Sheets of paper
- Pencils
- Coloured pens, paints, crayons

TIME

At least an hour.

ADVICE NOTES

This activity is particularly appropriate for younger age groups or those with minimal literacy skills. It is a simple exercise that most young people will enjoy.

ACTIVITY 6
Role Play

AIMS

- To give young people the chance to imagine and envisage a range of experiences of other young people around the world.
- To encourage young people to explore different cultures, lifestyles and environments.
- To build confidence through performing in front of peers.
- Can be a starting point for developing further drama or video work, such as a play.

WHAT TO DO

In the pack are six sets of role play cards containing different scenarios. In each scenario one side of the card contains details of a character, information, facts and statistics about the character's life and the country they come from. On the other side are briefings for a role play.

Hand out one card from each set to different members of the group. Each scenario should be acted out for the rest of the group. Allow sufficient time for the young people to think about their given role and scenario. Stress that role play is not about acting ability but about thinking how someone might feel or what they would do in a given situation.

Afterwards, other members of the group should try to guess what the scene portrayed was about. One member from each scene may then wish to read the character details and factual side of the role play card out loud.

Discussion should not be based around the performance, but the situations portrayed and young people's differing lives across the globe.

EQUIPMENT

- Role play cards provided in pack
- Props – often just one item or piece of clothing can help young people assume a role

TIME

One to two hours depending on the number of role plays performed, but leave sufficient time for discussion afterwards.

ADVICE NOTES

Not all young people are comfortable with or willing to role play. Do not force anyone to take part.

Although characters in the role play have been given gender and names, they are easily changeable.

The role play cards can be adapted to other uses. Depending on the dynamics and abilities of the group suggest alternatives such as making a video in small groups or creating a poster.

ACTIVITY 7

Exploring Images, Languages and Stereotypes

- To put previous work and learning into context.
- To raise consciousness.
- To encourage young people to analyse and ask questions.
- To allow young people to produce highly effective visual material which doesn't require any special artistic skills.

Collect several newspapers and magazines. Distribute them among the group. Look at how people are portrayed. It may be easier to look for specific images – for example, how is a disaster or conflict being reported in the newspapers? How are individuals portrayed in pictures and words? Should starving and suffering individuals become public property? What assumptions are made from reading these reports and looking at photographs? Are some images patronising? Are they always accurate? Encourage the group to think about how it would be if their lives were portrayed in this way, if it were their picture on a charity advert.

Allow plenty of time for ideas and opinions to develop. Then clarify the group's thoughts with a final exercise. Cut out images, decide if they are negative or positive. Then make a collage either mixing both sets of images or just highlighting the negative ones. Put the collage up and allow young people to undercut it with grafitti.

- Several newspapers, magazines, etc. – be imaginative, collect charity leaflets, health education

leaflets, practically any form of printed material will be useful

TIME

At least one hour.

ADVICE NOTES

This activity works best when young people have a specific image in mind. It is a particularly appropriate exercise for use with single sex groups. Looking at images of women is an effective method of working with young women. Other examples are racist stereotypes, the way poverty is portrayed in Britain and abroad, assumptions about young people, crime – anything goes!

ACTIVITY 8

What If It Happened To You?

- To bring global issues to a realistic and personal level.
- To help identify processes of cause and effect.
- To explore the structures holding society together.

Pick a recent event from the news. It may be an earthquake, a tidal wave, famine, an environmental disaster, an industrial accident, civil war, a plague. Talk it through with the group. Encourage them to imagine the consequences of such an event. What would people do if their home was destroyed? How would people survive if there was no food? What would happen to children who couldn't find their families?

Finally, pose the question. 'Now what if it happened to you?'

Pin up a large sheet of paper, write the event at the top and allow the group to figure out the consequences and plan the next stages. Help with suggestions such as:

- If you knew there was a famine coming how would you begin to store food?
- What would happen when you went to the supermarket and there was nothing left to buy?
- When would you begin to feel hungry?
- At what stage would you begin to forage for roots and berries?
- Do you think you may have to leave your home in order to find food?
- Would you try to stay with your friends and family?
- What would it be like in a refugee station?

It may be helpful to number points – for example, 1 could be the event itself, 20 could be death or a return to normal society.

- Background information on a recent event

- Large sheets of paper and/or a flipchart

Up to an hour.

Be imaginative. Be extremely careful not to assume stereotypes. Don't let the group jump ahead into obvious stages – for example, people only leave their homes to find food or escape war as a last resort, not as an easy option. Make a point of constantly reminding the group that this event is happening to them in their town or city, not some faraway country.

CONTACT LIST

Action Aid
Hamlyn House
MacDonald Road
Archway
London N19 5PG
Tel: 0171.281.4101.

AIESEC
2nd Floor
29–31 Cowper Street
London EC2A 4AP
Tel: 0171.336.7939.

Akina Mama wa Africa
London Womens Centre
Wesley House
4 Wild Court
London WC2B 5AU
Tel: 0171.405.0678.

Alternative for India Development
235 Rookery Road
Handsworth
Birmingham B21 9PU
Tel: 0121.554.5854.

Anti-Slavery International
The Stableyard
Broomgrove Road
London SW9 9TL
Tel: 0171.924.9555.

Baby Milk Action
23 St Andrews Street
Cambridge CB2 3AX
Tel: 01223.464420.

CAFOD
Romero Close
Stockwell Road
London SW9 9TY
Tel: 0171.733.7900.

Centre for Global Education
University College of Ripon &
York St John
Lord Mayors Walk
York Y03 7EX
Tel: 01904.616839.

CHANGE
PO Box 824
London SE24 9JS
Tel: 0171.277.6187.

Charity Projects Ltd
74 New Oxford Street
London WC1A 1EF
Tel: 0171.436.1122.

Christian Aid
Interchurch House
35 Lower Marsh

London SE1 7RL
Tel: 0171.620.4444.

Council for Environmental Education
School of Education
University of Reading
London Road
Reading RG1 5AG
Tel: 01734.756061.

Development Education Association
3rd Floor
29–31 Cowper Street
London EC2A 4AP
Tel: 0171.490.8108.

Farmers' World Network
National Agricultural Centre
Stoneleigh
Warwickshire CV8 2LZ
Tel: 01203.696969.

Humanities Association
98 Howard Road
Leicester LE2 1XH
Tel: 0116.270.3366.

International Community Education Association
Lyng Hall
Blackberry Lane
Coventry CV2 3JS
Tel: 01203.638670.

Leaving Home Project/Centrepoint
Bewlay House
2 Swallow Place
London W1R 7AA
Tel: 0171.629.2229.

Mbaaku Women's Development Project
21A Groveway
Stockwell
London SW9 0AH
Tel: 0171.793.0106.

Minority Rights Group
379 Brixton Road
London SW9 7DE
Tel: 0171.978.9498.

National Council for Voluntary Youth Services
Coborn House
3 Coborn Place
Bow
London E3 2DA
Tel: 0181.980.5712.

National Youth Agency
17–23 Albion Street
Leicester LE1 6GD
Tel: 0116.247.1200.

Philippine Resource Centre
84 Long Lane
London SE1 4AU
Tel: 0171.378.0296.

Population Concern
178–202 Great Portland Street
London W1N 5TB
Tel: 0171.631.1546.

Refugee Council
Bondway House
3–9 Bondway
London SW8 1SJ
Tel: 0171.582.6922.

Save the Children
17 Grove Lane
London SE5 8RD
Tel: 0171.703.5400.

Scout Association
Baden-Powell House
Queen's Gate
London SW7 5JS
Tel: 0171.584.7030.

Survival International
310 Edgware Road
London W2 1DY
Tel: 0171.723.5535.

Third World First
217 Cowley Road
Oxford OX4 1XG
Tel: 01865.245678.

Tibet Support Group
9 Islington Green
London N1 2XH
Tel: 0171.359.7573.

Tourism Concern
Southlands College
Wimbledon Parkside
London SW19 5NN
Tel: 0181.944.0464.

Traidcraft Exchange
Kingsway
Gateshead
Tyne & Wear NE11 ONE

TZEDEK
26 Goodwyns Vale
London N10 2HA
Tel: 0181.883.7453.

UNICEF (UK)
55 Lincolns Inn Fields
London WC2A 3NB
Tel: 0171.405.5592.

United Nations Association
Education Committee
3 Whitehall Court
London SW1A 2EL
Tel: 0171.930.2931.

War on Want
37–39 Great Guildford Street
London SE1 0ES
Tel: 0171.620.1111.

WaterAid
1 Queen Anne's Gate
London SW1H 9BT
Tel: 0171.233.4800.

World Development Education Centre
Block A
Bridgewater Hall
Stantonbury Campus
Stantonbury
Milton Keynes
Buckinghamshire MK14 6BN
Tel: 01908.310951.

World Development Movement
25 Beehive Place
London SW9 7QR
Tel: 0171.737.6125.

Worldaware
1 Catton Street
London WC1R 4AB
Tel: 0171.831.3844.

Worldwise
Brightelm
North Road
Brighton
East Sussex BN1 3LA
Tel: 01273.821220.

Young Men's Christian Association
National Council of YMCAs
640 Forest Road
Walthamstow
London E17 3DZ
Tel: 0181.520.5599.

Young Women's Christian Association
Clarendon House
52 Cornmarket Street
Oxford OX1 3EJ
Tel: 01865.726110.

Youth Exchange Centre
10 Spring Gardens
London SW1A 2BN
Tel: 0171.389.4030.

RESOURCES

It's Only Right
A practical guide to learning about the Convention on the Rights of the Child. Spiral bound book which contains 15 activities for young people. Price £7.50.

Equalizer 1
A book of activities to help young people explore gender issues. Developed and produced by BREAD (Bristol Education and Development) with youth groups, and financial assistance from UNICEF. Price £6.95.

Equalizer 11
A book of activities for anti-racist work with white young people, and empowerment work with African-Caribbean young people. Developed by BREAD with financial assistance from UNICEF. Available December 1994. Price £11.00.

Send for our free catalogue for the full range of our resources, UNICEF (UK), 55 Lincolns Inn Fields, London WC2A 3NB.

Shabaab (3 times a year)
For Black youth workers and everyone who works with young Black people, Shabaab brings together issues of common importance.

Young People Now (monthly)
Provides up-to-date news and information about young people and youth work, plus in-depth reports on issues of concern.

Drugs Activity Pack
A selection of practical drug-related activities which can be used with young people of various ages and abilities.

Bullying
Providing an overview of research, policy and practice, this book is both an introduction to bullying and a reference guide.

For a free publications catalogue contact the National Youth Agency, 17–23 Albion Street, Leicester LE1 6GD.

ONE WORLD

A Race and Culture Activity Pack for Youth Workers

Printed and published by Youth Work Press
17–23 Albion Street Leicester LE1 6GD

Cover Design Sanjay Kukadia

£8.50 + VAT

YOUTH · WORK · PRESS
is a publishing imprint of the National Youth Agency

35

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NATIONAL YOUTH AGENCY

United Kingdom Committee for unicef
United Nations Children's Fund

ACTIVITY 6
Role Play Card 1.2

Character and Factual Information

Country: NEPAL

Nepal is one of the world's poorest countries. The mountainous terrain makes farming difficult and most of the population live below the poverty line. About 90 per cent of the population must grow their own food in order to survive. According to campaign group Child Workers in Nepal (CWIN), around 60 per cent of Nepalese children below the age of 16 are economically active – that's about 5.4 million children. Most of the children help support their families by working on family farms. They grow crops, look after livestock and collect water and firewood. However, half of the country's farms are too small to support a whole family all year round so many children are forced into waged labour working for large landowners or in factories.

ACTIVITY 6
Role Play Card 2.2

Character and Factual Information

Country: INDIA

Many beautiful textiles and carpets are made in Asia. They are sold to tourists and exported abroad. People in the West buy these goods because they are made to a high quality and are cheap. In India many people, including children under 16, migrate from the country into the cities to find work in carpet factories. Often families are visited in their villages by 'middle men' working for the factories. The middle men recruit young people by persuading parents that their children will be paid well and looked after in the factories. Frequently middle men take a cut of the children's wages as a fee for arranging the work. In one state alone, Uttar Pradesh, there are an estimated hundred thousand children working in the carpet industry. Most children earn around 50p a day making carpets. Sometimes they are paid nothing for the first six months as they are being trained. The children's health suffers because they work up to 16 hours a day in cramped, cold and unventilated conditions.

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BEST COPY AVAILABLE

ACTIVITY 6
Role Play Card 2.1

My name is Aneesha. I am 12-years-old. I am the eldest of seven children. I live in a small village 50km east of the city of Bombay. I like living in the country. It is safe and there is lots of room to play. Cities are smelly and dirty. I don't go to school, instead I help my mother look after the smaller children. I love my family and have many friends in the village. I would like to stay here forever.

Imagine you are Aneesha. One day a man visits your village and tells your parents he can get you well paid work in Bombay making carpets. Your parents think you should go with the man.

You are very upset. You don't want to leave your home and family. Try to persuade your parents to let you stay.

ACTIVITY 6
Role Play Card 1.1

My name is Chandra. I am 14-years-old. I often dream about going to school but my family is very poor, so if I don't work we don't have enough to eat. I work on a tea plantation. I must pick a minimum of 10kg of tea a day for which I am paid 15 rupees (21p). The plantation is one hour's walk from my family's dhura (shack). I work from 8.00am until 5.00pm with a one hour break at midday. I don't have anything to eat until I get home in the evening. I get no holidays and no pay if I am sick.

Imagine you are Chandra. You are feeling ill and tired and don't want to go to work today. But if you don't go you get no money. Because you aren't well you stop to rest on the way. This means you do not arrive at the plantation until a quarter past eight. You know the foreman will be angry, but try to explain why you are late.

ACTIVITY 6
Role Play Card 1.2

You are the foreman of a tea plantation owned by a large multinational company. You are responsible for making sure that enough tea is picked every day. It is often difficult for you because a lot of your employees are children who sometimes don't work very hard. You think Chandra is particularly lazy. He always seems to be day dreaming about school instead of working. This morning he is 15 minutes late. You are very angry and think maybe you should sack him. You know his family is poor, but then so is everyone else and they weren't late for work.

ACTIVITY 6
Role Play Card 2.2

(for two people)

You are the parents of seven children living in a small village in India. You are poor, so only two of your children go to school. The husband sells vegetables at the local market, but in a few years you know he will have to stop as he is getting old and his health is not good. Then the family will have no money. You want all your children to have a good life, but there is no work available in the village.

One day a man comes to your home and says he can get your eldest daughter Aneesha work in the city of Bombay, 50km away. She is a good help around the house and you will miss her, but she is 12-years-old now and ready to work. You listen to what the man has to say, believe him and think she should go. That way the family will have more money and she will have the chance of a better life. However, Aneesha is getting very upset and doesn't want to leave home.

BEST COPY AVAILABLE

ACTIVITY 6
Role Play Card 3.1

Character and Factual Information

Country: BRAZIL

In many poor countries across the world, thousands of children are either orphaned or abandoned by their parents who cannot look after them. If the children are lucky they are taken into a children's home where they are taken care of and can go to school. Often, they are not so lucky and are forced to live on the streets. Sometimes they do low paid jobs such as shoe shining or washing windscreens. Many governments regard them as a nuisance and an embarrassment to tourists. Street children are often arrested and sometimes even murdered by the police. They are forced into crime or prostitution. Frequently they must beg to survive.

ACTIVITY 6
Role Play Card 2.3

Character and Factual Information

Country: INDIA

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ACTIVITY 6
Role Play Card 4.1

Character and Factual Information

Country: UK

In the 1990s poverty affects one in four children in the United Kingdom. In the past ten years the gap between rich and poor families has widened. Increasingly families see young people as burdens and cannot support them. The earlier a young person leaves home, the more they are at risk of becoming homeless. Young people have less chance of finding a job and if under 18 are excluded from benefit. But age is not the only factor. Young people often leave home to escape an intolerable situation. In these situations they cannot usually prepare for leaving home, or choose when to leave. Family relationships are crucial factors in determining young people's choices and risks. Many homeless young people have experienced violence or abuse, and left home because of it. Given the choice most homeless young people would like to return home, but this is not always possible.

(Edinburgh University Centre for Educational Sociology, 1994)

ACTIVITY 6
Role Play Card 3.2

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BEST COPY AVAILABLE

ACTIVITY 6
Role Play Card 3.1

My name is Claudine. I am 11-years-old. When I was 6 my father remarried and threw my mother and me out of the house. My mother and I came to the city of Rio de Janeiro to look for work. Then one day my mother said she couldn't look after me as well as herself. She left me at the train station and I haven't seen her since. I was very frightened when I was left alone. I didn't know what to do. I slept at the train station that night and have done so ever since. I don't want to steal so during the day I ask tourists for money so I can eat. They come from the West where everyone is rich. It is hard on the street. When I was younger people felt sorrier for me and gave me more money, but now I am older they seem not to care. I hope my mother will return for me, but I don't even know if she is alive or not.

Imagine you are Claudine. You haven't eaten for two days. You are desperately hungry and would do anything to eat. You see a tourist wearing fine clothes with lots of jewellery. The tourist looks rich so you decide to beg for some money.

ACTIVITY 6
Role Play Card 2.3

You are a 'middle man' working for a carpet factory in the city of Bombay. It is your job to visit rural villages and recruit children to come to Bombay with you and work in the factory. You make a good living at this as you take half the wages of every child you recruit. You know the children work long, hard hours in the factory but have to persuade the parents that it is nice work and an opportunity to give their children a better life. You go to Aneesha's home and talk to her parents. You almost convince them but Aneesha keeps getting upset. You are thinking of the money you will earn, so you are determined not to let Aneesha's parents give in to her.

ACTIVITY 6
Role Play Card 4.1

My name is Sarah. I am 17-years-old. I've never had a proper home. I've been in care since the age of 3. I have had lots of different foster homes, but have never had a real family of my own. I've been in trouble with the police lots of times. When I was young I suppose I broke the law for something to do or maybe out of anger. Now I have to steal to survive. I left care when I was 16. It was the first time I'd had to live independently and I couldn't cope. There was no-one to help me. I don't have a job and I get no benefit. I've been homeless for nearly a year. It can be dangerous but I'm tough so no-one messes with me.

Imagine you are Sarah. You often go to a local drop-in centre where you can wash your clothes, have something to eat and chat to other homeless young people. Today you are talking to your friend Winston when someone you don't recognise turns up. You talk to them and discover they have run away from home. You have no sympathy towards people who run away from home and can't understand why they do it. They have no idea what it's like to be alone. You think if someone is lucky enough to have a home and family, they should stay there.

ACTIVITY 6
Role Play Card 3.2

You are a tourist visiting Brazil for the first time. The holiday was very expensive and it took you a long time to save up for it. You arrive at Rio de Janeiro train station and while looking for your hotel you are accosted by a filthy child dressed in rags who asks you for money. The holiday company warned you about this. When you booked they told you that Rio was overridden with child beggars, but not to feel sorry for them or give money because they are fake beggars who steal for organised gangs.

BEST COPY AVAILABLE

ACTIVITY 6
Role Play Card 4.3

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(Edinburgh University Centre for Educational Sociology, 1994)

ACTIVITY 6
Role Play Card 5.2

Character and Factual Information

Country: THAILAND

Most of Thailand's population live in poverty. It is a beautiful country with lovely countryside, clean beaches and vibrant cities. This makes it a very popular tourist destination. Aside from the usual tourists who visit for the scenery, food, cheap souvenirs and culture, Thailand is popular with what are called 'sex tourists'. Sex tourists are people who visit places like Thailand because they know the country has a sex industry. Thailand is notorious for its sex industry. Those who control the industry make a great deal of money and are very powerful. Often young people are unwittingly forced into prostitution. It is estimated that there are 150,000 young women involved in prostitution in Thailand. Many of these are in Bangkok, Thailand's biggest city with a population of seven million and a famous sex tourist destination. One in ten in of these young women may have been infected with HIV.

ACTIVITY 6
Role Play Card 5.1

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BEST COPY AVAILABLE

ACTIVITY 6
Role Play Card 4.3

My name is Winston. I am 18-years-old. Six months ago my mum told me I had to leave home and be independent – there's not enough room there, and not enough money. By my age I ought to be able to look after myself. I am staying at a night shelter now and get odd bits of work. I want to go to college but I don't see how I can manage it on my own. Things would be lot easier for me if I could live at home.

Imagine you are Winston. Yesterday you went to see your mum and asked to go home. But she said it's time you managed by yourself. You've come to the drop-in centre to see if your friend Sarah is around to cheer you up, but she's in a bad mood and keeps hassling some new kid.

ACTIVITY 6
Role Play Card 4.2

My name is Yash. I am 15-years-old. I've left home because I've been abused by a member of my family since I was 10. I tried to stop it, but no-one would believe me. I can't take it any more. On the outside everyone thinks my family is so perfect, we have enough money and everything, but the reality is far from perfect.

Imagine you are Yash. When you first left home you stayed on a friend's sofa. But they've told you to leave and now you have nowhere else to go. You have come to the drop-in centre to see if they can help you find a hostel. You want to ask the other young people for advice but feel uneasy because they seem so aggressive.

ACTIVITY 6
Role Play Card 5.2

(for two to four people)

You are members of a family living in Thailand. You can choose to be parents, brothers, sisters or grandparents. A member of your family, Joy, left your home seven years ago when she was 10 to work in a restaurant in the city of Bangkok. You haven't heard from Joy for all this time. You all thought about her and worried because she hadn't been in contact, but assumed she was happy and enjoying her life in the city. This morning she has suddenly arrived home. She is clearly very ill. You are all shocked and want to know where she has been and what has happened to her.

ACTIVITY 6
Role Play Card 5.1

My name is Joy. I am 17-years-old. I left school when I was 10 because a man in my village said he could get me a job in a restaurant in Bangkok. I was very excited by this prospect because I have always wanted to be independent and live in the city. But when I got to Bangkok it turned out he was lying. There was no restaurant job. Instead I was taken to a brothel where I was kept prisoner. I was forced to have sex with lots of different men. If I refused I was beaten. Once I tried to escape, but the brothel owner caught me. I was beaten, taken back to the brothel and punished by not being given enough food. This year I became ill. Eventually I became too weak to work so the brothel owner released me. I went to a medical centre for help where I was told I have AIDS. The medical centre helped me to return home.

Imagine you are Joy. Today is the day you are returning home to your family. You have not seen them for nearly seven years. They think you have been working in a restaurant and have no idea what has really happened to you. You need to explain to them why you are returning home and why you are ill. But you are not sure if you should tell them everything as they will be shocked and upset.

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ACTIVITY 6
Role Play Card 6.1

Character and Factual Information

Country: ETHIOPIA

In 1987, television pictures of the Ethiopian famine shocked the world. Band Aid raised £100 million to help the victims. The massive amount of aid raised helped seven million people to survive and around eight hundred thousand displaced people to return to their homes. But by the time the pictures were able to shock, it was too late for the millions who had already died.

Since then there have been other major famines in other countries caused by civil war, drought and extreme poverty. Famine doesn't happen overnight. The people know when famine is expected, so they are resourceful and inventive. Families cut down on meals, supplement their diets with 'famine foods', such as roots and berries, store what food they have carefully and sell possessions in order to buy food. Leaving home to find food is a desperate last resort when all other options have been exhausted.

ACTIVITY 6
Role Play Card 6.2

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BEST COPY AVAILABLE

ACTIVITY 6
Role Play Card 6.1

My name is Mohammed. I am 13-years-old. I have a little brother who is 10 and a sister who is 8. Famine came to my town last year. My mother stored our food and only let us eat a little bit every day. When it ran out we had to find plant roots to dig up and eat. Eventually there were none left to find. My father was old, so he grew weakest first. He died quickly. My mother got sick with cholera and died soon after. Now there are only us children left. I think I have to look after the little two for my mother's sake. There is nothing to eat here. I have heard there is an aid centre 200km away. If we go there we may survive.

Imagine you are Mohammed. You are scared about leaving your home to walk such a long way but you can't see an alternative. If you stay you will all die. You try to be brave while you explain to your brother and sister that you must leave immediately.

ACTIVITY 6
Role Play Card 6.2

(for two people)

You are a brother and sister aged 10 and 8 respectively. Your mother and father have died in a famine. You are looked after by your elder brother Mohammed, who is 13. Since the food ran out you have tried to survive by eating plant roots. But now there are none of those left. You think your mother would know what to do and miss her very much. Mohammed thinks you should leave your home and walk 200km to a place where there is food. You don't want to walk that far and are frightened about leaving your home behind.

BEST COPY AVAILABLE

ACTIVITY 2
Match the Meaning

Hatred or fear of foreign ideas, politics and cultures.

ACTIVITY 2
Match the Meaning

XENOPHOBIA

ACTIVITY 2
Match the Meaning

The belief that certain races, especially one's own, are superior to others.

ACTIVITY 2
Match the Meaning

RACISM

BEST COPY AVAILABLE

ACTIVITY 2
Match the Meaning

A standard and unvarying image of a person or group of people.

ACTIVITY 2
Match the Meaning

STEREOTYPE

ACTIVITY 2
Match the Meaning

Socially transmitted behaviour in arts, beliefs, institutions and characteristics of a community, race or nation.

ACTIVITY 2
Match the Meaning

CULTURE

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ACTIVITY 2
Match the Meaning

An opinion or judgment formed without knowledge or understanding of the facts.

ACTIVITY 2
Match the Meaning

PREJUDICE

ACTIVITY 2
Match the Meaning

The attitude, behaviour or treatment based on prejudice.

ACTIVITY 2
Match the Meaning

DISCRIMINATION

BEST COPY AVAILABLE

ACTIVITY 2
Match the Meaning

To enter and settle in a country of which one is not a native.

ACTIVITY 2
Match the Meaning

IMMIGRATE

ACTIVITY 2
Match the Meaning

Papers issued by national governments granting the right to travel.

ACTIVITY 2
Match the Meaning

PASSPORT

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ACTIVITY 2
Match the Meaning

People leaving their native country to settle in another.

ACTIVITY 2
Match the Meaning

EMIGRANTS

ACTIVITY 2
Match the Meaning

An international organisation established in 1945 which lends money to poor countries.

ACTIVITY 2
Match the Meaning

WORLD BANK

BEST COPY AVAILABLE

ACTIVITY 2
Match the Meaning

An organisation of independent states, promoting peace and international cooperation, with its headquarters in New York.

ACTIVITY 2
Match the Meaning

UNITED NATIONS

ACTIVITY 2
Match the Meaning

Long-established habits or traditions of a society followed as a matter of course.

ACTIVITY 2
Match the Meaning

CUSTOM

BEST COPY AVAILABLE

ACTIVITY 2
Match the Meaning

A person who has fled from danger, often war or political persecution.

ACTIVITY 2
Match the Meaning

REFUGEE

ACTIVITY 2
Match the Meaning

A group of people with ethnic, cultural or religious characteristics in common, usually living in the same area.

ACTIVITY 2
Match the Meaning

COMMUNITY

BEST COPY AVAILABLE

ACTIVITY 2
Match the Meaning

Being without adequate food or money.

ACTIVITY 2
Match the Meaning

POVERTY

BEST COPY AVAILABLE

ACTIVITY 3
Agree/Disagree Card Game

Statement 2

The main threat to the world is overconsumption by the West.

ACTIVITY 3
Agree/Disagree Card Game

Statement 1

Racist jokes are good for a laugh.

ACTIVITY 3
Agree/Disagree Card Game

Statement 4

Educating and empowering women would go a long way towards alleviating world poverty.

ACTIVITY 3
Agree/Disagree Card Game

Statement 3

Poor people should be forced to use birth control.

BEST COPY AVAILABLE

ACTIVITY 3
Agree/Disagree Card Game

Statement 6

Third World countries should learn to be self-sufficient, instead of relying on aid.

ACTIVITY 3
Agree/Disagree Card Game

Statement 5

The mass media create racist and sexist stereotypes.

ACTIVITY 3
Agree/Disagree Card Game

Statement 8

Black people always feel they are being discriminated against, they have big chips on their shoulders.

ACTIVITY 3
Agree/Disagree Card Game

Statement 7

I take no notice of race, I treat everyone the same.

BEST COPY AVAILABLE

ACTIVITY 3
Agree/Disagree Card Game

Statement 10

Women worldwide are not appreciated for the work they do.

ACTIVITY 3
Agree/Disagree Card Game

Statement 9

Different cultures should not try to integrate with each other.

ACTIVITY 3
Agree/Disagree Card Game

Statement 12

Charity should begin at home.

ACTIVITY 3
Agree/Disagree Card Game

Statement 11

There is no racism in Britain now. We are all equal.

BEST COPY AVAILABLE

ACTIVITY 3
Agree/Disagree Card Game

Statement 14

Everyone should have the right to a free education.

ACTIVITY 3
Agree/Disagree Card Game

Statement 13

There is no such thing as a genuine refugee, only people looking for an easier life.

ACTIVITY 3
Agree/Disagree Card Game

Statement 15

White people should no longer be allowed to live in Africa because of the terrible things they have done while in power.

BEST COPY AVAILABLE